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Home-School Coordinator Handbook



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Home-school coordinator handbook.



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INTRODUCTION

This booklet was developed as a guide to be used for Home-School Coordinators. It is not meant to be a panacea for the many problems that have plagued our young people in their social, economic and academic lives. It is, however, intended to provide some direction and suggestion in day to day activities of the para-professional. The booklet not only illustrates the coordinator's responsibilities and benefits, but objectives, evaluations, reporting procedures and professional suggestions are included as well. We hope that its contents serve as a guide and prompt additional ideas and methods which will provide a better service to those for whom it was intended.

We wish to thank Dr. Murton McCluskey and the Great Falls Public Schools for their assistance in developing this guide. It will give some direction to any para-professional person working as a Home-School Coordinator under the Johnson-O'Malley, Title IV, Indian Education or Title I Programs.



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The Home-School Coordinators serve Indian students of all age groups and penetrate all areas of community life. Each coordinator is trained to get to know the people with whom he/she works and to understand backgrounds and problems. They have become that "someone" who can assist Indian families in a variety of ways, acting as a liaison between home, school and community.

They shall: foster and encourage programs which meet the needs of Indian pupils, strive to create an open line of communication between the Indian community and school, provide a mutual understanding of the needs of Indian children in the schools and act as a resource person in the school for Indian Heritage and Culture.

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THE FAMILY

IN AREAS OF:

- Counseling
- Student Problems
- Student Successes
- Awareness
- Available Services
- Available Programs
- Liaison

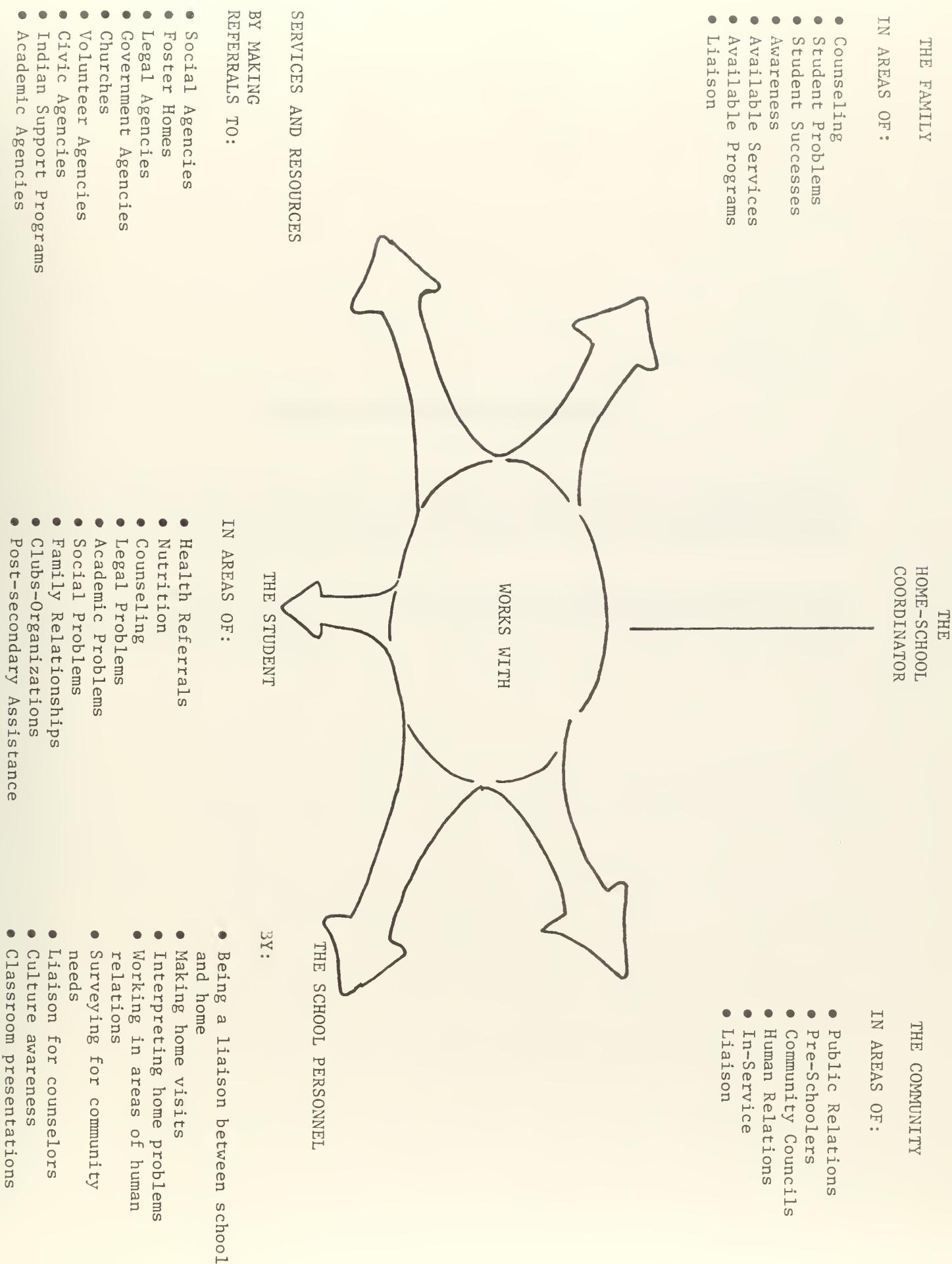
THE HOME-SCHOOL COORDINATOR

IN AREAS OF:

- Public Relations
- Pre-Schoolers
- Community Councils
- Human Relations
- In-Service
- Liaison

THE COMMUNITY

IN AREAS OF:



DUTIES AND RESPONSIBILITIES

There are certain specific duties that each coordinator should be cognizant of for his/her program. Some of these do not apply for both elementary and high school levels alike. However, some of the duties are interchangeable. They should be utilized at the levels where they are applicable.

It is important that the coordinators earn and maintain accountability and credibility for their program. They are regulated by certain responsibilities adopted for optimum service to students.

HOME-SCHOOL COORDINATOR

In an effort to assist students in developing a positive self-image, regular personal contacts will be made by a Home-School Coordinator in and out of school. The Home-School Coordinator will act as a liaison between the school, parent, student and the varied supportive or service groups. The duties, responsibilities and objectives for the Home-School Coordinators are as follows:

Responsibilities: The Home-School Coordinator shall:

1. Work within the school system and abide by the rules and regulations as established by the school board.
2. Act on referrals from principals, vice-principals, counselors and teachers.
3. Act on referrals from other schools when time allows. Every Indian child within the school system should have access to the Coordinator's service.
4. Work for better understanding and communication between teachers, students and parents.
5. Help make students aware of their educational responsibilities.
6. Foster parent awareness as to the importance of education for their children.
7. Keep the parents aware of the child's work and behavior in school; truancies, missed classes, suspensions and most important their **success**.
8. Act as a resource and advisor to the Indian students, and to the parents, but only at the latter's request.
9. Act without referrals when deemed necessary.
10. Cooperate with parents in trying different methods to get their children to remain in school.
11. Conduct themselves so as to serve as a positive example for the Indian children.
12. Continuously promote the need for a Home-School Coordinator primarily through positive and responsible action and exemplary performance.

Other Responsibilities:

1. Home contact will be made frequently and recorded by the Home-School Coordinator. An exchange of information about the pupil's activities in the school and home related situation will be made. During such home visits the Coordinator will make available information pertaining to community resources which are available when specific needs arise. Information regarding family needs will be shared, upon family approval, with agencies having resources available to assist in meeting family needs.
2. Tardiness and absentee records will be kept by the Home-School Coordinator for the purpose of accumulating information about each child's participation in school. As statistics indicate the problems, the information will be analyzed by the Coordinator who will then contact the child's parent to determine the cause.
3. Support from the family should be solicited in regard to the child's school attendance. If the factor causing the situation stems from the families' needs the Coordinator should assist the family in meeting such needs.
4. If tardiness or absenteeism stems from truancy, the information should be recorded. The Coordinator should counsel the student, but not attempt to act as a truant officer. The Coordinator should act as a student advocate helping to determine causitive factors and possible solutions.
5. In an effort to promote continual participation in school, attempts should be made to provide emergency assistance at such time as other resources are not immediately available or feasible. These services will be in the nature of medical treatment, dental screening, visual examinations and eyeglasses. The determination as to what constitutes an emergency situation should be determined by the District Superintendent and the Director of Indian Studies upon recommendation of the Home-School Coordinator.

6. In an attempt to alter the effects of the student and family mobility, the Coordinator should be allowed flexibility to continue working with students when they move to other schools within the district. This will provide for continuity in the process of increasing levels of eligible program participants.
7. Regular activity records should be maintained by the Coordinators to document their day to day contact with the pupils, parents, teachers, counselors and other concerned individuals. These records should not become a part of the student's permanent record. Reports should be done in triplicate with one copy for the Coordinator, one for the principal's office and one for the Director of Indian Studies. A weekly tally of contacts should also be kept. *The daily and weekly log should be turned in to the school administration no later than Tuesday of the following week.*
8. All projects and activities should be cleared through the school district office for approval. Any indebtedness incurred without the approval of the Superintendent will not be paid by the school and will be the responsibility of the purchaser.
9. The Coordinator shall not relegate him/herself to the role of defense for the child but rather that of an advocate.
10. Paid activities should be confined to the "normal student class day." *The work day is generally eight hours, including a thirty minute duty-free lunch period.* The Coordinator should keep the principal or office staff aware of his/her movements when leaving the building.
11. It is most important that the Coordinator sign a check-out sheet when leaving the building so the principal will know where an individual can be referred who might wish to consult the Home-School Coordinator.
12. No long-distance telephone calls will be charged to the school without first being approved by the District Superintendent or Director of Indian Studies.
13. The Coordinator should be prompt and in attendance so as to promote positive attitudes regarding the credibility of the Home-School Coordinator program.
14. Persons requesting sick leave must call and confirm with the school principal and the District Superintendent's office no later than 8:30 a.m. of the morning of the request.
15. Vacation—One week notice should be given when requesting vacation time. Requests should be made through the District Superintendent's office.

Home-School Coordinator Duties

There are a few areas of service that the Home-School Coordinator should emphasize during his/her course of duties. The following suggestions should help insure that the program can provide a quality service for the students in your school

1. Make contact of each Indian student at least once.
2. Make several contacts with those students having academic or other educational problems
3. Make continued checks on pupils grades, especially those with low or questionable grades.
4. Monitor the attendance of each student with contacts or those in danger of suspension
5. Contact and discuss student problems with teachers and counselors.
6. Closely monitor the academic activities of all seniors to be sure they do not unexpectedly "come up short" on credits and work closely with the students to insure that their peers do not graduate without them.
7. Keep in close contact with parents of marginal or problem students
8. Secure tutorial services or extra help for those students who could benefit from it.
9. See that everything is orderly and productive in the Indian studies room.
10. Supervise the Indian club activities and encourage more student participation, as well as provide students with ideas and direction to make a more cohesive and productive organization.

Additional duties for Home-School Coordinators:

1. Set up flexible schedule for home visits. Visit many times. Get to know your parents, keep them informed of their child's successes as well as problems.
2. Use post cards to keep parents informed.
3. Ask parents to come to the school for a visit. School should be a comfortable place to be. Many Indian parents have shied away from school visitations, consequently it was thought that they do not care about their childrens' education. It is part of your job to make them comfortable and welcome.
4. Keep parents informed of students attendance. (If a pupil is absent for a couple of days, try to find out why. How long will he be absent? Does he have homework to do? Has he missed any assignments?)
5. Keep parents informed about students failure to complete assignments which may result in an "F". If needed, get him extra help. Don't wait until the report card goes home—it's too late then.
6. Keep school personnel aware of the background and special problems of your students so they may become more empathetic and understanding.
7. Arrange conferences with students. Make them feel free to come to you for help or just to talk. Help them with their problems or find someone who can. Make students feel important.
8. Watch for special needs of children, i.e., health, clothing, etc., also watch for child neglect and abuse so they can be investigated.
9. Keep your supervisor informed as to your whereabouts so your credibility is always intact.

Coordinator Guidelines

1. Be sure to show appreciation and respect for any information or opportunity given to you by an individual or the group they represent.
2. Show regard for the time and effort someone may have already put in to a particular situation. Remember, they have probably been working with this situation for a long time, and may be having a lot of frustration and hopelessness.
3. Don't function as an investigator or detective. Reveal yourself to be an appreciative visitor who can acknowledge the strength of the school or the family and the special tasks that each is trying to accomplish.
4. Do not undervalue or overvalue your position or role. Show that you are mature, independent of taking sides and can be trusted. Show that you want that sort of relationship with the person you are talking to.
5. Whenever possible, make an effort to be useful as you learn about the family or school situation. If a question is raised, give freely of what you know is pertinent.
6. Be willing to examine together some aspects of how your group or program can work with the family or school in other ways.

Coordinator Pitfalls

1. Getting caught in a discussion and study of problems in the school system.
2. Getting caught in a discussion of all the personality problems and hang-ups of a teacher, child, parent or administrator.
3. Putting out the feeling that the family, school or some individual in either system is incompetent or crazy.
4. Unknowingly accepting the responsibility for dealing with the problem. Getting the whole problem dumped in your lap.

ORIENTATION

Orientation for the Home-School Coordinator should be held the week previous to the actual opening of school. All personnel are expected to attend. The District Superintendent and/or Director of Indian Education should provide information pertinent to program and school operation, as well as having selected speakers or presentors to provide materials or information which should be useful to the coordinator. An orientation letter should be sent out in advance to inform coordinators about duties, times, places, etc.

Included in this section is a sample orientation letter and a sample list of items to be covered during orientation.

August 21, 1978

TO: Home School Coordinators

FROM: District Superintendent

RE: Orientation

Orientation for Home-School Coordinators will be held at the Annex Conference room at 9:00 a.m. on Monday, August 28th, 1978.

The remainder of the week will be spent with orientation and "getting ready for school" activities.

Please make every effort to attend school orientation at your particular school and if possible, explain your job and responsibilities to the staff.

For additional information feel free to call my office.

Home-School Coordinator Orientation

I. General Information

- a. Copy of work schedule
- b. Vacation
- c. Sick leave
- d. Comp time—how earned
 - 1. forms
 - 2. inform secretary
 - 3. use before June 30, and during school breaks
- e. Time cards
 - 1. date due—no deviations
- f. 10 month contract
- g. Summer work
- h. Seniority system
- i. Credibility
- j. Professionalism and discreetness
- k. Accountability
(How do we know we are doing what we are supposed to be doing?)
- l. Leaving building procedure—check-out sheet or board
- m. Absenteeism—vacation, sick leave, comp time
- n. Leaving before school is out in spring (discouraged)
- o. Liaison, Public Relations & Communications
- p. Membership in committees and organizations

II. Attendance

- a. Attendance sheet
- b. Staff addresses and phone numbers
- c. Enrollment cards
 - 1. definition of an Indian
- d. Individual student clinic sheet
- e. Daily record books or calendars
- f. Job description
- g. Semi-monthly meetings
- h. Mileage
 - 1. forms
 - 2. do not abuse
 - 3. due every month
- i. Request for travel
 - 1. report of expenses

- j. Claim forms
- k. Glasses, shoes, clothing, etc
- l. Contact sheets
 - 1. due each month
 - 2. three copies
- m. Reports—Annual and Semi-annual
 - 1. needs assessment
- n. Clinic sheets—one for each student
- o. Personal evaluation—January and June
- p. Travel regulations
 - 1. proof of insurance
- q. Requisition forms
 - 1. materials & supplies

III. Communication Materials

- a. Brochures and calling cards
- b. Post cards—activities and successes of students
- c. Parents cover letter
- d. Parent Committee election
- e. Parent complaints
- f. Transportation forms
- g. Monthly report to Parent Committee

IV. Additional Information or Duties

- a. Indian clubs
- b. Liaison for student
- c. Discipline problems
- d. Corporal punishment
- e. Dropouts
- f. Activities and successes of students
- g. Glasses, shoes, etc.
- h. Post-graduate scholarship, BIA grants, etc.
- i. Upward Bound
- j. Student pictures

V. Resource Center

- a. Interns
- b. Check-out procedures
- c. Encourage use—catalog

STUDENT SERVICES & INFORMATION

CHILD ABUSE AND NEGLECT

A very important part of the Home-School Coordinator's job as an advocate for the child is to be aware of child neglect and abuse. If there is an indication of either neglect or abuse, you should contact the school principal and/or school nurse to determine the cause and extent of abuse. Necessary steps should be taken to insure that the child has been removed from the conditions which have contributed to abuse.

The child has certain protections under the law that each person working on behalf of children should be aware of. Every caution should be exercised to see that those rights are not violated.

CHILD'S APPEARANCE

Is the child often dressed inadequately for the weather? Is his clothing consistently torn and unwashed? Is the child usually unclean and unbathed?

Is the child underfed? Does the child complain of hunger? Does the child linger at the neighbors' home at mealtimes? Does the child talk of unusual eating habits, i.e. skipping meals, going to bed hungry, missing a meal due to punishment, inappropriate food or drink?

Does the child often bear bruises, welts or burns? Does he complain of beating or other maltreatment? Does he have frequent injuries to the head or face? Do the injuries agree with the story told or is there a discrepancy between the accident and the injured child's age, i.e., a 6-month old baby falling from a tricycle? Is the child always tired, lethargic or listless?

CHILD'S BEHAVIOR

Is the child angry, disruptive or destructive? He may be crying for help. Is the child extremely shy or withdrawn? His cry for help is a whisper instead of a shout. Is the child unusually fearful? Is the child constantly crying? It might reflect a troubled home.

Does the child frequently miss school? This might reflect lack of parental supervision or parental insistence that the child remain at home. Is the child running around the neighborhood at odd hours? Is he always in the wrong place at the wrong time? Is he frequently not allowed (locked out of) into his own home?

Does the child "take over" and care for the parents' needs? Is the child forced to assume adult responsibilities, i.e. 6-year old child preparing meals for the family?

PARENTAL ATTITUDES

Do the parents show little concern for the child or fail to show interest in what he is doing? Do they leave the small child unsupervised or at home alone?

Are the parents disinterested when approached about problems concerning their child? Does the parents' excessive use of alcohol or drugs interfere with the care of the child?

Does the parent administer punishment such as excessive shaking of the child, locking the child in a room or closet, or using objects such as belts, cords, hairbrushes to strike the child?

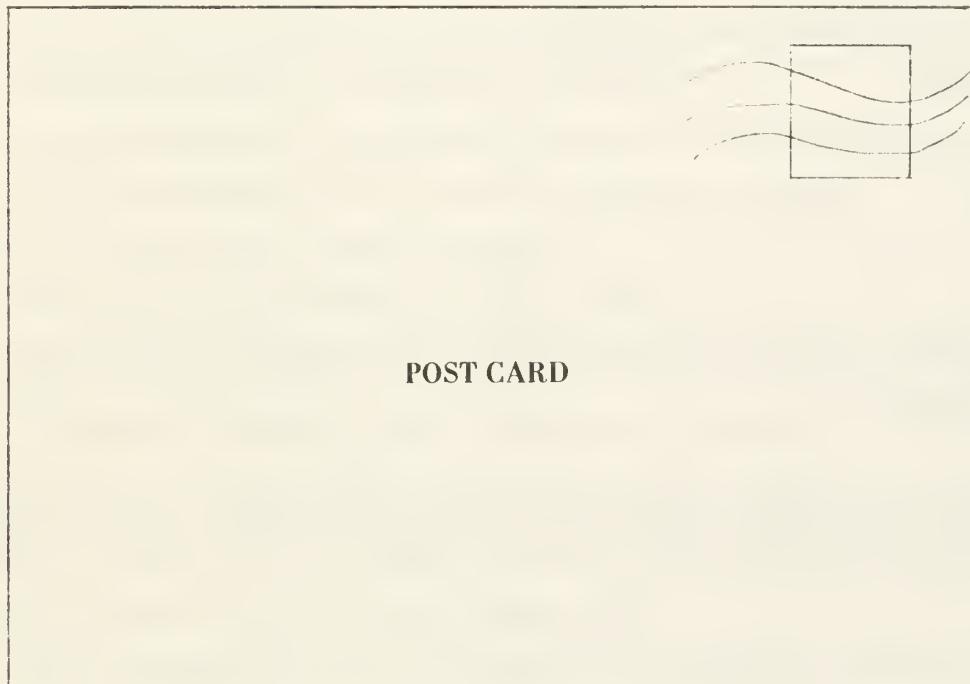
WHAT IS THE LAW ON CHILD ABUSE?

The Montana laws relating to child abuse are summarized below for better understanding.

1. The purpose of the law is to insure an adequate **physical** and **emotional** environment for children.
2. The law attempts to compel parents and guardians to perform their moral and legal duty to children.
3. In cases of child abuse, the child can be taken from the home to foster homes, but
4. the law also attempts to preserve the unity and welfare of the family whenever possible.
5. "Abuse" or "Neglect" means: The commission or omission of any act which materially affects the development of a youth.
6. Any teacher who has reason to believe that a child has had serious injury as a result of abuse and neglect **shall** report the matter to the department of social and rehabilitation services and the county attorney. (Note the law says **shall**.)
7. The department of social and rehabilitation services **shall** conduct a thorough investigation and advise the county attorney of its investigation.
8. It is important to remember that while you are required by law to report abuse cases, you are also **immune from liability** when doing so. This assumes that the act was done in good faith.
9. Case records are confidential.
10. Should teachers or counselors be required to testify at a hearing, they will be excused from their regular duties without loss of pay.
11. The department of social and rehabilitation services counselors have indicated that they will attempt to give feedback to the school so that school personnel will know the progress of a case reported to them.

STUDENT PERFORMANCE POST CARD

It is most important that we keep the parent aware of the student's school activities, especially when they have been involved in positive accomplishments. Many times, the only information a parent receives about their child is negative. Do not hesitate to send home a post card, especially for those children who have begun to do better, either scholastically or socially.



POST CARD

Use post cards, which are to be sent home to parents informing them of the student's progress, quite liberally. Many times the only positive information that a parent hears about their child is from the Home-School Coordinator. Continually try to find some positive incident to report to the parent.

STUDENT PERFORMANCE REPORT

It is a good policy that the Home-School Coordinator keep abreast of the academic position of their students. You may send out, periodically, a student performance report to the student's teachers asking for the student's classroom activities and behavior. For those students experiencing difficulty, it is imperative that you maintain a vigil and monitor their progress. Many times the success or failure of the student rests with your involvement and service.

Teacher _____

Period _____

Date _____

Return Date _____

Please give a current evaluation and comment for _____

Peer Relationships:

Attendance:

(Absences?):

Response to Authority:

Current Grade:

Attitude:

Assignment Record:

(missing specifically)

Recommendations:

Please note if there has been any fluctuation or any other significant change in performance.

Thank you,

TRUANCY GUIDELINES FOR HOME-SCHOOL COORDINATOR

The Home-School Coordinator should follow specific procedures in dealing with chronic truancies. The main function of the Home-School Coordinator is not as a truant officer, but rather that of a liaison person to insure that proper steps are taken to alleviate the problem and to encourage the student to return to school.

In instances where truancy has become chronic (four days of truancy in the course of one quarter) the following procedures are recommended in sequence:

I. Contact the student to—

1. Express to the student that we **want** him in school.
2. Attempt to determine if there are factors hindering regular attendance and, if so, investigate if anything can be done to eliminate or alleviate them.
3. Encourage attendance through **positive**, appropriate, and non-threatening means.
4. Elaborate on the importance of an education and regular attendance.

II. If truancy continues to occur, contact the parent to—

1. Reinforce the idea that we want the student in school.
2. Attempt to determine if factors exist that are contributing to the chronic truancy and if we might help alleviate them.
3. Tactfully urge the parent to actively encourage regular attendance.

III. If truancy persists the Home-School Coordinator should continue contacts with the parent. When, in the opinion of the Home-School Coordinator, further parental contact is fruitless or counter-productive the parent should be presented with a copy of the district policy on truancy and informed that further action, from a district level, may be forthcoming if the truancies persist.

IV. If truancy continues, the Home-School Coordinator should—

1. Make a final contact with the student in order to have the student identify those factors that, in the mind of the student, are causing the truancy problem.
2. Refer the matter in writing to the principal—the referral should contain a listing of those factors that the **student perceives** as being the causes for the truancy problem.

V. In the event the student is referred to the School District Attendance Officer by the principal, the Home-School Coordinator will be called upon to prepare a written, **confidential** recommendation concerning the student. In this written recommendation the Home-School Coordinator shall:

1. Offer an opinion as to the major causes of the chronic truancy problem.
2. Recommend possible approaches in dealing with the problem.
3. Render a professional opinion on the probable success of future efforts with the student.

TRUANCY REPORT FORM 1 & 2

A truancy report form should be completed on each student with whom the Home-School Coordinator works. To insure that proper follow up activities are provided the reports should be developed and processed through the school principal.

(1)

Date: _____

Confidential Truancy Report on: _____

School: _____

Grade: _____

Parent(s): _____

To: _____

After having made several contacts with the student in question, and his/her parent(s) or guardian, I would like to offer the following recommendations for your consideration:

- I. It is my opinion and observation that the student's chronic truancy may be attributable to the following:

- II. I would recommend the following approaches be considered for dealing with the problem:

- III. My opinion for the probable success in working with the student would be:

Home-School Coordinator

TRUANCY REPORT

(2)

Student: _____

Grade: _____

School: _____

Date: _____

Parent(s): _____

To: _____, (Principal)

I have made several () contacts with the student in question. He/she has perceived the following factors as causes to his/her chronic truancy:

- 1.
- 2.
- 3.
- 4.
- 5.

I feel my involvement in this matter is no longer productive and am referring the case to the principal for further action.

Home-School Coordinator

SCHOOL ALTERNATIVES

Each student who drops out of school, or wishes to opt for an alternative school program, should be made aware of the types of programs that are available to them and the requirements necessary to gain admittance.

There are many programs available to students as options to the regular school program. If a student has dropped out of school, or is contemplating dropping out, the Home-School Coordinator should be aware of the options available and pass the information to the student and his family.

Examples of these types of programs include:

- Adult Basic Education classes
- Adult Education courses
- Vo-tech Centers
- Continuing Education
- Job Corps
- Bureau of Indian Affairs schools
- Upward Bound

INDIAN CLUBS

Because many Indian students have not taken part in the extra-curricular activities offered in the schools, Indian clubs may be organized. These clubs may be utilized to disseminate information, to contact problem students for peer counseling and to teach about Indian culture. They also provide social, recreational and cultural activity for Indian students. Students learn culture, crafts, customs, lore and dance.

Home-School Coordinators can be instrumental in the development and operation of these clubs.

September 1978

Beginning September 1, we would like to hold the first meeting of the year for the _____ school's Indian Club, sponsored by the Indian Education Program.

During these meetings we hope to develop individual interest around Indian culture, history and contemporary affairs. Along with learning about Indian culture, we will indirectly enhance self-confidence in the students and encourage group participation. We also hope to provide social interaction through club and school activities.

With these goals in mind, we would like to have students who would; 1. Be interested in Indian culture and history and 2. would like to share and participate with other students in group and club activities. The club is not limited to Indian students and non-Indian students are encouraged to join.

We would like to hold our initial meeting to evaluate our goals and determine our objectives for the new school year. We would also welcome any school personnel to serve as advisors to the club.

Home-School Coordinator/Club Advisor

DROPOUT INFORMATION

DROPOUT SURVEYS

High School Coordinators must keep a very accurate accounting of all the students who drop out of the regular school setting. It is recommended that the coordinator try to keep track of the students who have dropped out to be of assistance if and when they should decide to return.

A dropout survey should be completed by each student who has dropped out to help determine the reason and problems which have contributed to their decision for leaving school. The survey then should be forwarded to the Superintendent's office.

Instructions

Note: Responses will be helpful to us only if they are honest and complete. You may have to read questions and write responses down for those students with limited reading ability.

1. Fill out front information page.
2. On page one (1), in first column (RSP) have student check reason(s) they feel contributed to their dropping out of school.

Have students rank (RK) their responses (in each section). Rank 5 in the first section (academic), rank 3 in the second section (social), and rank 5 in the third section (behavior-attitudinal).

3. Have student fill out (pages 2 and 3) Interview Guide List. They should answer questions as completely as possible.
4. Parent Survey (page 4). Have parent(s) fill out form as completely as possible. It is important that they be honest and informative in order for us to gather helpful information.

DROPOUT SURVEY

Male _____ Female _____ School _____

Age _____ Grade Dropped Out _____ Year _____

Tribe _____

Degree of Indian Blood

Full	_____
Three Quarters	_____
One Half	_____
One Fourth	_____
Less Than One Fourth	_____

Lived on a Reservation Yes _____ No _____

Where _____ Length of Time _____

Where Mother and Father living together most of the time when you were going to school?
Yes _____ No _____

Married _____ Separated _____ Divorced _____

Whom were you living with most of the time when you attended school? _____

Number of brothers _____ Number of sisters _____

1. Please check your reasons for dropping out of school.

Academic

RSP	RK

1. School work too hard
2. Non-attendance or frequent truancy
3. Failing grades or failure in school work
4. A feeling of hopelessness because of getting so far behind
5. Wasn't learning anything
6. Poor work and study habits
7. Lack of interest
8. Poor skills in reading
9. Poor skills in math
10. Too much homework
11. Other (please specify)

Social

RSP	RK

1. Didn't fit in with other students
2. Felt uncomfortable because of age
3. Marriage
4. Pregnancy
5. Other (please specify)

Behavior Attitudinal

RSP	RK

1. Negative self-concept or image (feel bad about who you are)
2. Felt I had no one to turn to for help
3. Didn't have effective use of the special tutors provided by the school
4. General dislike of school
5. General dislike of teachers
6. General dislike of subjects
7. Didn't get along with principal or deans (counselors)
8. Urged to quit school by teachers
9. Urged to quit school by principal
10. No encouragement from the teachers
11. Suspension
12. Behavior problems
13. Feelings of non-acceptance and general unhappiness
14. Lack of individual counseling
15. Influence by out-of-school friends
16. Other (please specify)

2. STUDENT INTERVIEW GUIDE LIST

Please answer the questions as completely as possible.

1. Are there other dropouts in your family? Who?

2. Were you behind in your class assignments most of the time?

3. If you needed extra help, could you have received it?

4. What was the *main* reason you decided to drop out of school?

5. What subjects did you feel were too difficult? Why? (Please list in order of difficulty.)

6. Would you say that one of the main reasons you dropped out was because the school work was too difficult?

7. Was an attempt made to get you special help, if needed? Did you ask for it?

8. What attempt did your school make to encourage you not to drop out?

9. Which school personnel were instrumental in encouraging you to stay in school?

10. Did you participate in extra-curricular activities while in school? If not, why? If yes, which ones?

11. Have you ever experienced racial prejudice directed against you in school? If so, explain.

12. How do you feel about being a Native American?

13. Would you like to return to school?

14. How could your school be made better?

15. Do you plan to continue your education in some manner? How?

3.

16. Do you feel education is important? Why?

17. Did you work after quitting school? If yes, how long did this employment last?

18. Would you advise anyone wanting to quit school? In what way?

19. What are your plans for the future?

20. Do you feel you could have done a better job in school?

21. Do you want a high school diploma, why or why not?

4. PARENT SURVEY

1. What are some of the things you consider to be problems for you and Indian children in the school? (Be specific.)
 2. What changes or recommendations would you make to solve these “problems” to make education more productive for your child?
 3. What do you think is the main reason or reasons, that the dropout rate of Indian children has improved?
 4. What type of parent involvement should be initiated to help children stay in school?
 5. Do you feel parents are as involved in their children’s education as they should be?
 6. Do you think parents’ non-involvement has contributed to their child’s dropping out?
 7. Do you feel an education is important for your child?
 8. Are you aware of the changes being made to make the school environment a more comfortable place for your child to be?
 9. How can the schools and parents cooperate more to keep the student in school?
 10. Has the Indian Education Home-School Coordinator been a helpful person in dealing with the school? (Please comment)

Comments:

PARENT INVOLVEMENT & SERVICES

SUGGESTIONS FOR PARENTS TO FOLLOW

1. Always remember:

The way you view your child
is the way he views himself

If you see him as lazy or naughty
He will see himself as lazy or naughty

If you see him as trustworthy and honest
He will see himself as trustworthy and honest

If you can see him as capable and worthy
He will see himself as capable and worthy

2. Be consistent:

Consistency in family rules and interactions helps the child to a knowledge of who he is. Children need to be able to predict what is expected of them and how their parents will react in given situations.

3. Be proud to be an American Indian:

Teach your children about their heritage. Tell them about their ancestors, their ways, their traditions. Speak to them in your native tongue. Give them a sense of pride in their language.

4. Be interested:

Whenever possible, let boys spend time with their fathers, doing what their fathers like to do, working around the home, hunting, fishing, riding horseback or doing some type of handwork. This will help the young child develop the sense of maleness that is so important to his self-concept.

Likewise, let the girls spend some time with their mothers doing what mother needs and likes to do. This will help the young girl develop the sense of femaleness that is important to her self-concept.

5. Provide experiences:

Provide many experiences for your child. Take him or her with you to a variety of places (store, church, library, community center, ranch, farm, city, zoo, etc.) and then talk to him or her about what you both have seen. The child's world will be enlarged by your observations and his or her knowledge will be increased by exposure to more of the world.

6. Read to your child:

Highly developed thought patterns follow a mastery of the language. Expose your child to many different kinds of books. Books will enable your child to expand his vocabulary, understanding and knowledge.

7. Develop responsibility:

Give your child small tasks to do which are within his ability to accomplish. Small children can run errands, make their beds, dress themselves and perform some household tasks. You can think of many other things your child might be able to do. Then praise him when he does his job well. *Be specific.* It is much better to say to a child, "You did that very well. I am pleased with you," than to say, "You are a good boy." Specific praise for tasks performed helps make a child proud of his accomplishments. It increases his good feeling about himself.

Remember, some tasks are too difficult for a child. He may not be able at an early age to make his bed successfully, but perhaps he can smooth the sheets and quilts as you do the rest. He can be praised even for that! Perhaps he can't clean the whole house, but he can pick up the mess he makes. He can be praised for that! Encouraging him in little things will urge him onward to try to please you in bigger things. *Emphasize the positive!!*

8. Spend time with your children:

Be interested in whatever interests your child. Is it camping? Maybe you can read about what equipment is needed and go camping together. Is it ranching? Maybe you could spend some time together on a ranch, seeing cattle being branded, etc. Is it watching TV? Perhaps you could take time to watch his favorite program with him and then talk about it together. Such questions as, "Did you like that program? What did you like about it? Which character did you think was best? Were they good people . . .," etc., helps your child focus more clearly on what he sees and hears, develops his skill in observation and memory and helps him know that you care about him. Thus grows his self-esteem and his ability to function successfully in school and in society.

REMEMBER! YOU HOLD THE KEY TO YOUR CHILD'S VIEW OF HIMSELF.

WAYS OF INVOLVING INDIAN PARENTS IN THE EDUCATION OF THEIR CHILDREN

Involving Indian parents in the education of their children is crucial to the success of that education. If committed to education, Indian leaders and parents provide needed motivation and incentive to their children to become successful students. Not only is the importance of education communicated more effectively, but the problems facing Indians are revealed more easily and can be dealt with more readily. The methods suggested have been listed in three categories:

A. School communications:

1. Development of good school public relations with the community so that all concerned will be informed on all policies.
2. Reduction of educational problems to the level of personal need and personal concern.
3. Formulation of the kind of report card which will keep parents informed of students progress.
4. Consultation with parents in both the home and school environment—teachers, principal and guidance counselor.
5. School initiative in encouraging participation of parental involvement in school affairs (e.g. formation of PTA).

B. Indian representation and influence:

1. Indian representation on school boards with Indian attendance and participation at such meetings.
2. Utilization of parent committees for ideas on educational problems and programs.
3. Establishment of committees of Indian parents to work with all types of schools which serve Indian children—public, BIA, private—to assist in educational programs in the capacity of resource people, classroom aides, dormitory counselors.
4. Parental concern with school attendance for children in elementary and secondary schools and adult education programs.

C. School Programs

1. Visitation of schools by parents and school boards, and not just on the occasion of special programs and open house days.
2. Visitation of Indian homes and communities by teachers, principals, other school staff.
3. Continuation of activities which brought about parental participation in schools, e.g., Head Start programs, student field trips.
4. Provisions for extensions of adult education which would include instruction on how to assist in the education of their children (e.g. how to write letters to their children away at boarding school), in addition to practical studies in health, nutrition, homemaking, budgeting and the learning of new employable skills.

KNOW YOUR CHILDREN

Parents have been under fire a lot lately for not knowing their children. They've been accused of selfishly pursuing their own goals and not giving a tinker's toot who their children are, where they are, or where they've been.

This is quite an indictment, and to make a distinction between parents who take their job seriously and those who don't, I offer today a quiz on "How Well do You Know Your Children?"

1. Can you name three of their best friends by their first and last names?
2. Do you know when they last changed their underwear?
3. Do you know for a fact that the voice from under the bathroom door belongs to your nine-year old?
4. Do you know what books are being hidden that they think you don't know that you know they're reading?
5. Do you communicate? Or was the last time they spoke to you when the smoke alarm went off in their room?
6. Do you know where their school is located?
7. Would you recognize your child if the braces were removed?
8. When it's 11 o'clock, do they know where their parents are?
9. Can you read their report card without an interpreter?
10. Did they have to flunk biology before you realized they were taking it?
11. How long has it been since they brought their gym shorts home to be laundered?
12. Do you know what they want to be this week when they grow up?
13. What are their allergies besides soap, homework and closing doors?
14. Who are their heroes? Heroines?
15. What do they do with their allowance?
16. What's under their beds?
17. What makes them laugh? Cry?
18. What size are their shoes?
19. Have you ever watched them play anything competitively?
20. Do you understand what was written under their pictures in the yearbook?
21. Who are their favorite relatives? Why?

If you bombed out on the above 21, you can redeem yourself by answering, "How do they feel about themselves?" and still get a pretty good score.

EXPRESSIONS

Try using expressions which present a more positive or favorable concept to a particular setting. It may do wonders.

Negative Expressions

Must
Lazy
Trouble maker
Uncooperative
Cheats
Stupid
Never does the right thing
Below average
Truant
Impertinent
Steal
Unclean
Dumbell
Help
Poor
Calamity
Disinterested
Expense
Contribute to
Stubborn
Insolent
Liar
Wastes time
Sloppy
Incurred failure
Mean
Time and again
Dubious
Poor grade of work
Clumsy
Profane
Selfish
Rude
Bashful
Show-off
Will fail him

More Positive Expressions

Should
Can do more when he tries
Disturbs class
Should learn to work with others
Depends on others to do his work
Can do better work with help
Can learn to do the right thing
Working at his own level
Absent without permission
Discourteous
Without permission
Poor habits
Capable of doing better
Cooperation
Handicapped
Last opportunity
Complacent, not challenged
Investment
Invest in
Insists on having his own way
Outspoken
Tendency to stretch the truth
Could make better use of time
Could do neater work
Failed to meet requirements
Difficulty in getting along with others
Usually
Uncertain
Below his usual standards
Not physically well coordinated
Uses unbecoming language
Seldom shares with others
Inconsiderate of others
Reserved
Tries to get attention
Has a chance of passing, if

SETTING GOALS & OBJECTIVES

It is important that we have certain things that we hope to accomplish during the coming year. Certain things we hope to do. If we are not able to accomplish those goals, why not? We should then reassess our next year's goals, change ideas, plans, objectives, modify our techniques, and see if we can't do certain things better or at least differently to make our goals realistic. These should be completed during orientation week or the first week of school at the latest and a realistic timeline of activities established.

GOALS AND OBJECTIVES
HOME-SCHOOL COORDINATOR
Goals and Objectives for _____
School Year _____

Date _____

School

Goal or Objective	Who Will Be Involved	Starting and Completion Date	Remarks (Follow-up plans, evaluation, problems, etc.)

INDIAN EDUCATION

School

Date

Objective	Comp.	Date	Comments
1. Get letters about program to parents.			
2. Get enrollment cards on each Indian student.			
3. Introduction to each teacher and counselor.			
4. Check all records for credits and grade point average.			
5. Check last year's attendance on each student.			
6. Check activities each student was involved in last year.			
7. Organize Indian Club.			
8. Send out student performance report.			
9. Check quarter grades.			
10. Make contact of each student at least once.			
11. Make continued checks of the student with academic or other educational problems.			
12. Check with parents of marginal students.			
13. Contact and discuss student's problems with teachers and counselors.			
14. Monitor the attendance of each student. Contact those in danger of suspension.			
15. Secure tutorial services for those who might benefit from it.			
16. Supervise Indian Club activities and encourage student participation, as well as providing students with ideas and directions to make a more cohesive and productive organization.			

Objective	Beginning Date Comp.	Completion Date	Comments
17. Provide for an orderly and productive Indian Education Room.			
18. Provide the building supervisor with a reporting procedure which is mutually acceptable.			
19. Contact all senior students by end of March: graduation - credits - plans for future.			
20. Check students with deficient credit to determine need for summer school.			
21. Contact students who have dropped from school and offer alternative education programs.			

EVALUATION

EVALUATION FORM—SUPERVISOR

The Supervisor's evaluation form should be completed bi-annually, once during the first semester (January) and once at the end of the second semester (June). This form should be completed by the building supervisor, discussed between the supervisor and the Home-School Coordinator and then forwarded to the Superintendent's Office where further discussion should be conducted relative to disagreements or discrepancies.

TO: Principals

FROM:

RE: Evaluation, Home-School Coordinators

Would you please complete the evaluation form on the Home-School Coordinator(s) assigned to your building. The coordinators will complete a similar form, for self-evaluation, and will make an appointment with you to discuss the results. Would you please forward a copy of the evaluation to our office when it has been completed

We would appreciate any constructive remarks or comments which might improve performances or program effectiveness.

EVALUATION TITLE IV STAFF
(Home-School Coordinators)

Name _____

Date: _____

JOB PERFORMANCE	Satisfactory	Needs Improvement	Not Observed	COMMENT
1. Ability to follow instructions				
2. General quality of work	/			
3. Effectiveness in working with others				
4. Ability to work with children				
5. Ability to work with parents			•	
6. Ability to work cooperatively and productively with school staff, teachers, etc.				

ATTITUDE AT WORK

1. Interest in work			
2. Interest in the welfare of children			
3. Interest in the Indian Community			
4. Interest in program direction and policies			
5. Ability to accept direction and instruction			
6. Ability to accept constructive criticism and improve when applicable			

EVALUATION TITLE IV STAFF (continued)
(Home-School Coordinators)

PROFESSIONAL ABILITIES	COMMENTS		
	Satisfactory	Needs Improvement	Not Observed
1. Punctuality			
2. Regular daily attendance			
3. Discreetness (does not discuss cases or individuals in an unprofessional manner with members of the community)			
4. Is concerned about self and professional improvement			
5. Always maintains a professional attitude about his/her position			

PERSONAL CHARACTERISTICS

1. Courtesy			
2. Honesty			
3. Cooperation			
4. Reliability			
5. Initiative			
6. Friendliness			
7. Enthusiasm			

**EVALUATION TITLE IV STAFF
(Home-School Coordinators)**

General comments about the Home-School Coordinator's effectiveness, cooperation, attitude, rapport, etc.

EVALUATION FORM—PARENTS

The parents evaluation form is completed by a group (10) parents selected at random. It is important to note that the selection should be done at random with all the evaluations to insure a greater chance of objective critique. The only way we are going to receive an objective critique is by including parents that might not answer the questions in a pleasing way. If we can do something better, we would like to know so we may be able to modify techniques to do better.

EVALUATION FORM Home-School Coordinators

Date: _____ Name (Home-School Coordinator): _____

Parents:		(Circle appropriate answers)				
1	Are you familiar with the Title IV Program?	YES		NO	Not Observed	
2	Are you familiar with the job of the Home-School Coordinator?	YES		NO	Not Observed	
3	Do you feel the Home-School Coordinator Program has been a help to your child?	3	2	1	0	Not Observed
4	Have you ever visited the Title IV, (Indian Education) Program in your school?	YES		NO		
5	Have you ever requested a conference and not been able to meet with the Home-School Coordinator?	YES		NO		
6	Is there anything that the Coordinator should be doing for you or your child that she/he is not?	YES		NO	Not Observed	
7	Does the Home-School Coordinator work well with children?	3	2	1	0	Not Observed
8	Does your child feel better about school since the Coordinator has been available in the school?	3	2	1	0	Not Observed
9	Does the Home-School Coordinator provide a positive example for students?	3	2	1	0	Not Observed
10	Does the Home-School Coordinator help in setting up appointments for you with your child's teacher or other school personnel?	3	2	1	0	Not observed
11	Does the Home-School Coordinator have a genuine concern for the child he/she works with?	3	2	1	0	Not Observed
12	Does your Home-School Coordinator visit your home often enough?	3	2	1	0	Not Observed
13	Would you call upon the services of a Home-School Coordinator in the future should you feel you need his/her help?	YES		NO		
14	Are you satisfied with the job your Coordinator is doing?	3	2	1	0	Not Observed
15	Have you ever visited your child's school?	YES		NO		
16	Would you like to serve on the Parent Committee?	YES		NO		

Comments or Suggestions:

EVALUATION FORM—SCHOOL PERSONNEL

Teachers will be selected at random from the group that the Home-School coordinator has had an occasion to work with during the regular year. This group should include principals, teachers, counselors, deans, etc.

EVALUATION FORM Home-School Coordinators

Date: _____ Name of Home-School Coordinator: _____

School Personnel:

(Circle appropriate answers)

- | | | | | | |
|---|-----|----|--------------|---|--------------|
| 1. Do you know what the function of a Home-School Coordinator is? | YES | NO | Not Observed | | |
| 2. Have you ever used the services of the Home-School Coordinator in your school? | YES | NO | Not Observed | | |
| If so, approximately how many times? _____ | | | | | |
| 3. Has the Home-School Coordinator been available to school personnel should they wish to contact him/her? | 3 | 2 | 1 | 0 | Not Observed |
| 4. Do you feel the Home-School Coordinator has provided your school with an effective and needed service? | 3 | 2 | 1 | 0 | Not Observed |
| 5. Do you think the Home-School Coordinator has been an important factor in keeping kids in school? | 3 | 2 | 1 | 0 | Not Observed |
| 6. Do you think the Indian students feel better about being in school because of the work of the Home-School Coordinator? | 3 | 2 | 1 | 0 | Not Observed |
| 7. Has the Home-School Coordinator effectively served as a role model for the Indian students in your school? | 3 | 2 | 1 | 0 | Not Observed |
| 8. Do you feel the Coordinator conducte him/herself in a professional manner? | 3 | 2 | 1 | 0 | Not Observed |
| 9. Do you feel the Coordinator has helped "lack of communication" problems between parents and school personnel? | 3 | 2 | 1 | 0 | Not Observed |
| 10. Does the Home-School Coordinator cooperate with the school personnel? | 3 | 2 | 1 | 0 | Not Observed |
| 11. Does the Home-School Coordinator relate well to the other school personnel? | 3 | 2 | 1 | 0 | Not Observed |
| 12. Does the Home-School Coordinator appear to get along well with the students? | 3 | 2 | 1 | 0 | Not Observed |
| 13. Does the Home-School Coordinator appear to relate well with parents? | 3 | 2 | 1 | 0 | Not Observed |

If you wish to make any comments, please write them on the back of this sheet.

A selection will be made at random from the group of students which you have had an occasion to work with during the regular year. For the elementary Home-School Coordinator, the student evaluation will be optional.

EVALUATION FORM
Home-School Coordinator

Date: _____

Name (Home-School Coordinator): _____

Students:		(Circle appropriate answers)				
1.	Have you used the services of a Home-School Coordinator?	YES	NO	Not Observed		
2.	Is the Home-School Coordinator instrumental in keeping your attendance regular?	3	2	1	0	Not Observed
3.	Has the Home-School Coordinator been instrumental in your staying in school?	3	2	1	0	Not Observed
4.	Has the Home-School Coordinator been available when needed?	3	2	1	0	Not Observed
5.	Do you know what the Home-School Coordinator's function is?	YES	NO	Not Observed		
6.	Has the Home-School Coordinator provided you with services you needed, or is there something she/he hasn't done, but should do?	3	2	1	0	Not Observed
7.	Do you feel free to take your problems to the Home-School Coordinator in your school?	3	2	1	0	Not Observed
<p>If not, why? _____</p>						
8.	Do you feel that the Home-School Coordinator is easy to talk to?	3	2	1	0	Not Observed
9.	Is the Coordinator concerned and courteous when talking to you?	3	2	1	0	Not Observed
10.	Do you take advantage of the Title IV Tutor Program?	YES	NO	Not Observed		
11.	If you have, do you feel your grades have improved because of this extra help?	3	2	1	0	Not Observed
12.	Do you feel good about being in school?	3	2	1	0	Not Observed
13.	Is it a comfortable place for you to be?	3	2	1	0	Not Observed
14.	Do you plan on finishing school?	YES	NO	Not Observed		
15.	Do you feel good about being Indian?	3	2	1	0	Not Observed
16.	Do you feel good about yourself?	3	2	1	0	Not Observed
17.	Is the Indian Club an important part of the school activities to you?	3	2	1	0	Not Observed
18.	Has the Home-School Coordinator been an adequate advisor for the Indian Club?	3	2	1	0	Not Observed
19.	Do you know about the Indian Studies Resource Center?	YES	NO			
20.	Have you ever visited the Indian Studies Resource Center?	YES	NO			

Please feel free to comment on any questions you may wish to

REPORTING

MONTHLY ACTIVITY REPORT

Each coordinator should keep a monthly report of the activities of interest which have occurred during the past working month. It is important that the successes, accomplishments and other positive factors be noted. This information should be tabulated and passed on to the Parent Committee in the form of a monthly newsletter and also sent to the district superintendent.

INDIAN EDUCATION Home-School Coordinator Monthly Activity Report

Name _____ School _____

Month _____

**Important activities or highlights
of the month:**

Unfinished projects:

Recommendations:

Number of Contacts:	Students	Parents	Home Visits	School Personnel	Agencies	Total

HOME-SCHOOL COORDINATOR ANNUAL REPORT

The information from this form will be included in the final report that the school district submits to the state or federal agency which provides funding for the Home-School Coordinator program. It is important that this report, along with comments, accomplishments and recommendations, be complete by the end of the school year.

NAME _____ DATE _____

SCHOOL _____

(In-School Conferences)

1.

	Student Conf.	Teacher Conf.	Counselor Conf.	Principals Conf.	Tutors Conf.	Parent Conf.	Other
TOTAL							

(Agency Conferences)

2.

	NAME OF AGENCY	Number Visits	Comments
TOTAL			

Individual (out-of-school) Conferences

3.

	Name of Individual	Number of Contacts	Comments
TOTAL			

(Professional Improvement)
Workshops, Conferences, Seminars, Etc.

4

	College Courses	Workshops of Seminars	Conferences	In-Service	Other
TOTAL					

Meetings, (Staff, Agency, etc.)

5.

	Type	Number of Times	Approx. Hours	Comments
TOTAL				

Activities (Clubs, Organizations, etc.)

6.

TOTAL

	Type of Activity	Approx. Hours	Comments
TOTAL			

Community, Committees, or Organization Memberships

7.

Name	Type of Activity

8

Successes or Accomplishments:

9.

Recommendations:

10.

Comments or Narrative:

**TITLE IV
HOME-SCHOOL COORDINATOR
WEEKLY CONTACTS**

NAME _____

WEEK OF _____

DATE	NAME/TITLE/POSITION	(CONTACT MADE BY)				SITE VISIT	NUMBER OF WEEKLY CONTACTS			
		HOME VISIT	IN-SCHOOL	PHONE	MAIL		STUDENT	SCHOOL PERSONNEL	PARENTS	HOME VISITS
										NO. CONTACTS
COMMENTS:										

Title IV – Home School Coordinators Annual Report
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1. In-School Conferences:

Student Conf.	Teacher Conf.	Counselor Conf.	Principals Conf.	Tutors Conf.	Parent Conf.	Other
4456	949	1176	368	2176	1472	1172

Total In-School Conferences: 11,769

2. Agency Conferences:

<i>Name of Agency</i>	<i>No. of Visits:</i>
Family Planning	5
Head Start	2
Opportunities, Incorporated	61
Parent Center	24
Resource Center	25
Juvenile Probation	81
Easter Seal	4
Montana United Scholarship Services	82
Parent Committee	4
YWCA	10
Indian Education Center	67
Follow Through	5
Juvenile Defender	3
PTA Clothing Center	5
St Vincent DePaul Society	9
Lions Club	1
Youth Employment Corps	48
Social Services	6
Courts	6
Court of Conciliation	6
Welfare	11
Police Department	2
Public Health Services, Inc. County	24
Red Cross	2
Continuing Education	2
Upward Bound	1
Learning Center	1
Juvenile Intake	23
Salvation Army	7
Mental Health	5
Job Corps	2
Providence Resocialization Center	1
After Care	1
Youth Involvement Home	1
College of Great Falls	12
<i>Total Agency Conferences:</i>	<i>548</i>

3. Individual Conferences:

Director, Opportunities, Inc.	5
Director, Head Start	3
Mrs. Egge, YWCA	3
Bill Turcotte, YEC	6
Director, Continuing Education	1
Indian Health Worker	8
Talent Search Coordinator	6
Director, Adult Education	5
Students, Adult Education	72
Medical Doctors	8
Optometrists	16
Dentists	1

Deaf & Blind School Personnel	23
Juvenile Officer	66
Public Health Worker	3
Professor, College of Great Falls	4
Director, Easter Seal Center	4
Opportunities, Inc. worker	2
Member, Lions Club	5
Director, Indian Education Center	13
Social Worker, Casey Family Program	7
Director, Talent Search	4
Outreach worker	1
President, Jaycees	4
Public Defender	2
President, Optimist Club	2
Mrs. St. Martin, Librarian	5
Clerk & Recorder	1
U.S. Customs Office	1
Managers, local grocery stores	6
<i>Total Individual Conferences:</i>	<i>287</i>

7. Professional Improvement (workshops, conferences, seminars, etc.)

Child Abuse Workshop
Counselin Teen-agers (MUSS)
Precision Teaching Workshop
Financial Aid Seminar
Guidance and Counseling Techniques
Casey Family Foundation
Mental Health Seminar
Youth Conference
College of Great Falls, Indian Awareness Week
Kyi-Yo Indian Conference, Missoula, MT
College of Great Falls, Overview of Native American Economic Conditions
Title IV Home-School Coordinators Workshop (2 days)
PIR Day: Implementing the Indian Studies Law
Urban 4-H Orientation
U of M, Missoula, State Indian Education Conference (3 days)
WAMI Indian Health Program, Bozeman, MT (2 days)
WAMI Indian Health Program, Bozeman, Satellite Telecast (1 day)
U of M, Extension Course, MUSS (audited)

5. Meetings: Staff, Agency, etc.

Follow Through - Staff Meetings	50
Title IV Staff Meetings	250
Indian Center	8
Child Study Teams	11
Parent Committee	6
Indian Action Council	9
School Staff	1
Counselors	32
Indian Task Force	9
School Psychologist	7
YEC	1

<i>Total hours spent at meetings:</i>	<i>384</i>
---------------------------------------	------------

6. Activities, Clubs and Organizations

Indian Club	406
Indian Education Task Force	20
Native American Day Open House	8
Great Falls Area Counselors Association	24
PAL Boxing Club	28
PTA Meetings	10
Beading & Art Classes	147
Bake Sales	108
<i>Total hours spent:</i>	<i>751</i>

7. Membership in Community Clubs or Organizations:

Great Falls Area Counselors Association
Low Income Group
Landless Indian Group
Follow Through Parent Committee
Indian Action Council - Secretary
Parent Committee
Learning Center Board
Project HELP Board
PAL Boxing Club
Title I Parent Committee
Indian Education Center
Moose Club
Indian Task Force
Youth Services Organization
PTA
Great Falls Mercy Home - Board of Directors

8. Successes or Accomplishments: (Individually)

"I feel that the school year was very successful, the principal and teachers were helpful if I needed advice on anything."

"I feel that gaining the trust of the students is one of my successes. One of the accomplishments I had was keeping some students from dropping out of day and night school."

"I feel the parents of our Indian children are becoming much more receptive to the home-school coordinator. Some of the teachers seem to have a better understanding and attitude toward the low income students when they learn about their environment. We still have a long way to go."

"I feel my successes for this year have been establishing a more welcomed program at GFH. The acceptance has been wonderful as they finally see a need for our program. I see us keeping more kids in school each year and also seeing that they realize the need for an education is important. The trust the kids have put in me is a big part of being able to do a good job. Also, the fact we have more kids going on to college is another result. More cooperation from parents also has been a very good change."

"I feel my greatest accomplishment was getting two students to attend school this year."

9. Recommendations:

"I am going for more and better rapport and communication with teachers and other school personnel. Also parents and community resources. I would like to see more inter-school activities with the other Indian Clubs in the school district."

"Training workshops to improve techniques in the area of counseling. Have some kind of cultural awareness programs, especially in the schools where they have the greatest number of low income families. This should happen during the first month of school."

"More visits from Dr. McCluskey."

"I still feel that I would like more training in counseling for myself. I can never learn enough to help me in my field of work. I need to do more public relations work with my staff though. Will work harder on that in the fall."

10. Comments or Narrative:

"I have really enjoyed working, for the first year, at the high school."

"I am building a better rapport and trust with the students and parents."

"Goals: To have a better rapport with teachers and staff in the school in which I work. Better communications with parents of students."

"I still feel that I keep learning every day about people, their lives and more about my work. I have enjoyed my work very much. It has its ups and downs, but if there were not such a need for a program like ours, we would still be back where we started. We have had a good crew this year and a director who is not afraid to give his time to help us out. With such trusting relations—we get the job done whatever it may be."

"Next year I am going to improve my relations with the rest of the (school) staff."

GENERAL INFORMATION

WORKSHOPS AND TRAINING COURSES

Home-School Coordinators should make every effort to take part in workshops, inservice training and other programs that will enable them to further refine their skills, abilities and techniques so that they may provide a better and more effective service to their students.

PROFESSIONALISM

Home-School Coordinators, like other para-professional staff, must assume a professional attitude and manner. It is necessary to maintain discreetness and confidentiality in dealing with the problems, concerns and issues of their clients and fellow staff members. A breech of this confidence can be a very serious matter which could lead to a loss of rapport with students and staff.

PUBLIC RELATIONS AND COMMUNICATION

An important function of a Home-School Coordinator program is to develop good communication and public relations with the community. This should be done in a tactful and diplomatic way so as not to damage lines of communication once they have been developed.

ATTENDANCE, PUNCTUALITY AND ABSENTEEISM

Home-School Coordinators should develop personal traits of punctuality and regular attendance at work, as well as meetings and appointments. Anything less would lend itself to the reinforcement of negative stereotyping which has historically plagued Indian people.

MEMBERSHIPS IN COMMITTEES AND ORGANIZATIONS

Most schools now realize the importance of communication with the Indian community. They have adopted an "open door" policy with Indian people and are very sincere about working out minor problems before they develop into serious issues. Home-School Coordinators should get involved in community affairs, educational committees and community groups in order to help make the school aware of issues which need attention.

APPENDICES

- I. Home-School Coordinator Job Application**
- II. Sample Projects & Activities**
- III. University & College Personnel**
- IV. Respect My Child**
- V. Bureau of Indian Affairs Education Personnel**
- VI. Emergency Telephone Numbers**

JOB APPLICATION

Appendix I

(Home-School Coordinator)

Mr. _____ Name _____
 Mrs. _____ (First) (Middle Initial) (Maiden) (Last)
 Phone _____

Present Address _____ Present Position _____

PERSONAL DATA:

1. Social Security Number _____ 2. Date of Birth _____

3. Single _____ 4. Married _____ 5. Divorced _____ 6. Give spouse's vocation _____

7. Nature and extent of any physical handicaps _____

EDUCATIONAL TRAINING:

Name of School	Location	Years Completed	Year

WORKING EXPERIENCE:

Dates From - To	Location	Name of Employer or Company	Reason for Leaving	Type of Work

Name	Official Position	Address

11. HONORS AND ACTIVITIES:

12. Have you worked with Native Americans before? (In what way?)
13. Have you worked with students before? (In what capacity?)
14. Have you ever worked with youth groups? (Please list group & activity)
15. Are you understanding and compassionate for youth and their problems? (Illustrate)
16. What are your qualifications for this job?
17. What do you think you can add to the Indian Education Program? (Why should you be selected?)
18. Are you familiar with members of the Indian Community? (If yes, please explain)
19. Are you familiar with the community agencies and services they provide for Indian and low-income people? (If yes, please explain)

20. Can you work effectively and cooperatively with parents, teachers, students, etc? (Please explain)

21. If necessary, are you willing to be available in other than an 8 to 5 day to help kids?

22. Personal problems (any that would interfere with work).

23. Former work experience (type of work) relating to home-school coordinating.

24. Do you like working with young people?

25. Work habits: (i.e., good, fair, poor)

- A. Punctuality
- B. Attendance
- C. Professionalism
- D. Appearance

26. Please give brief biographical sketch of yourself.

APPENDIX II

Sample Project and Activities

1. Home School Coordinators
2. Tutors
3. In-Service
4. College courses for teachers and administrators, and development of course materials
5. In-Service for Title IV staff
6. Transportation
7. Communication with other support groups and Indian programs
8. Communication with Indian community
9. Conduct studies about Indians
10. Response to Civil and Human Rights offices; busing, dropouts, communication, Special Education
11. Indian Studies Resource Center
12. Teachers and student assistance
13. Development of Indian oriented materials
14. Summer Recreation Program
 - a. art and cultural activities
 - b. recreational activities
 - c. field trips
 - d. tutors—math and reading
15. Indian teacher training
 - a. placement of interns
 - b. utilization of interns for counseling, tutoring and cultural presentations
16. Utilization of YEC students
17. Post-graduate assistance and alternative education programs
18. Curriculum review and design
19. After School cultural activities
20. Awareness of state and federal programs
21. Solicitation of resource people
22. Implementation of House Bill 343
23. Indian Clubs
24. Securing of clothing, glasses, classroom materials
25. Speaker and consultant to various groups, clubs and organizations
26. Breakfast Program
27. Serving on committees and boards involving Indian students
28. Developing special programs for the students
29. Public relations
30. Representing students in hearings, court cases, etc.
31. Liaison for students and parents

APPENDIX III

University and College Program Personnel

Mrs. Elaine Clayborn
Acting Director
Native American Studies
University of Montana
Missoula, MT 59812

Mr. Robert Peregoy
Director
Center for Native American Studies
Montana State University
Bozeman, MT 59715

Ms. Levon French
Acting Director
Native American Studies
Eastern Montana College
Billings, MT 59101

Ms. Pam Phillips
Counselor/Instructor
Northern Montana College
Havre, MT 59501

Mr. Dale Tash
Western Montana College
Dillon, MT 59725

Mr. E.E. Gless
Montana College of Mineral
Science and Technology
Butte, MT 59701

Native American Studies
College of Great Falls
Great Falls, MT 59405

Rocky Mountain College
Billings, MT 59102

Dr. Joseph McDonald
Confederated Salish & Kootenai
Community College
Pablo, MT 59855

Ms. Carol Juneau
Blackfeet Community College
Browning, MT 59417

Dr. Michael Telep
Director
Ft. Peck Community College
Ft. Peck Tribe
Poplar, MT 59255 55

Mr. Ted Rolland
Director
Dull Knife Memorial College
Lame Deer, MT 59043

Mr. Rodney Frey
Acting Director
Native American Studies
Carroll College
Helena, MT 59601

Mr. Dale Old Horn
Director
Big Horn Community College
Crow Agency, MT 59022

Native American Studies
Dawson County Community College
Glendive, MT 59330

Mr. Ernie Big Horn
IDEA Inc.
P.O. Box 726
Miles Community College
Miles City, MT 59301

APPENDIX IV

Respect My Child: He Has a Right to be Himself

The following letter appeared as an article in **The Northian Newsletter**. It was submitted by Surrey school trustee Jock Smith who is an educational counselor for the Department of Indian Affairs. It is a moving document and was supplied by the mother of an Indian child, in the form of an open letter to her son's teacher.

Dear Teacher:

Before you take charge of the classroom that contains my child, please ask yourself why you are going to teach Indian children. What are your expectations. What rewards to you anticipate. What ego-needs will our children have to meet?

Write down and examine all the information and opinions you possess about Indians. What are the stereotypes and untested assumptions that you bring with you into the classroom. How many negative attitudes towards Indians will you put before my child?

What values, class prejudices and moral principles do you take for granted as universal? Please remember that "different from" is not the same as "worse than" or "better than," and the yardstick you use to measure your own life satisfactorily may not be appropriate for their lives.

The term "culturally deprived" was invented by well-meaning middle-class whites to describe something they could not understand.

Too many teachers, unfortunately, seem to see their role as rescuer. My child does not need to be rescued: he does not consider being Indian a misfortune. He has a culture, probably older than yours; he has meaningful values and a rich and varied experiential background. However strange or incomprehensible it may seem to you, you have no right to do or say anything that implies to him that is less than satisfactory.

Our children's experiences have been different from those of the "typical" white middle-class child for whom most school curricula seem to have been designed (I suspect that this "typical" child does not exist except in the minds of curriculum writers). Nonetheless, my child's experiences have been as intense and meaningful to him as any child's.

Like most Indian children his age, he is competent. He can dress himself, prepare a meal for himself, clean up afterwards, care for a younger child. He knows his Reserve, all of which is his home, like the back of his hand.

He is not accustomed to having to ask permission to do the ordinary things that are part of normal living. He is seldom forbidden to do anything; more usually the consequences of an action are explained to him and he is allowed to decide for himself whether or not to act. His entire existence since he has been old enough to see and hear has been an experiential learning situation, arranged to provide him with the opportunity to develop his skills and confidence in his own capacities. Didactic teaching will be an alien experience for him.

He is not self-conscious in the way many white children are. Nobody has ever told him his efforts towards independence are cute. He is a young human being energetically doing his job, which is to get on with the process of learning to function as an adult human being. He will respect you as a person, but he will expect you to do likewise to him.

He has been taught, by precept, that courtesy is an essential part of human conduct and rudeness is any action that makes another person feel stupid or foolish. Do not mistake his patient courtesy for indifference or passivity.

He doesn't speak standard English, but he is no way "linguistically handicapped." If you will take the time and courtesy to listen and observe carefully, you will see that he and the other Indian children communicate very well, both among themselves and with other Indians. They speak "functional English," very effectively augmented by their fluency in the silent language, the subtle, unspoken communication of facial expressions, gestures, body movement and the use of personal space.

You will be well advised to remember that our children are skillful interpreters of the silent language. They will know your feelings and attitudes with unerring precision, no matter how carefully you arrange your smile or modulate your voice. They will learn in your classroom, because children learn involuntarily. What they learn will depend on you.

Will you help my child to learn to read, or will you teach him that he has a reading problem? Will you help him develop problem solving skills, or will you teach him that school is where you try to guess what answer the teacher wants?

Will he learn that his sense of his own value and dignity is valid, or will he learn that he must forever be apologetic and "trying harder" because he isn't white? Can you help him acquire the intellectual skills he needs without at the same time imposing your values on top of those he already has?

Respect my child. He is a person. He has a right to be himself.

Yours very sincerely,

HIS MOTHER

APPENDIX V

Bureau of Indian Affairs and Tribal Education Specialists

Steve Lozar
Education Specialist
Confederated Salish/Kootenai Tribe
Pablo, MT 59855

Gary Braine
Education Specialist
Northern Cheyenne Tribe
Lame Deer, MT 59043

Education Specialist
Ft. Belknap Reservation
Harlem, MT 59526

Jim Limberg
Education Specialist
Ft. Peck Reservation
Poplar, MT 59255

Leonard Gardipee
Education Specialist
Blackfeet Tribe
Browning, MT 59417

Education Specialist
Rocky Boy Reservation
Rocky Boy Route
Box Elder, MT 59521

Ardell Anderson
Education Specialist
Crow Indian Tribe
Crow Agency, MT 59022

Mr. Verlin Belgarde
Acting Chief
Division of Indian Education
Bureau of Indian Affairs
316 N. 26th St.
Billings, MT 59101

APPENDIX VI
Emergency Telephone Numbers

Ambulance .....	.....
Border Patrol .....	.....
City-County Health Department .....	.....
F.B.I. .....	.....
Fire .....	.....
Crisis Center .....	.....
Highway Patrol .....	.....
Hospitals .....	.....
Tribal Police .....	.....
Police .....	.....
Sheriff .....	.....
Bureau of Indian Affairs—Education .....	.....

Hotline Telephone Numbers

Education Hotline To obtain information on education services and to locate facts and figures on Montana education	1-800-332-3402
Runaway Hotline Operation Peace of Mind (Houston, Texas)	1-800-231-6946
Venerial Disease Hotline Local Helena	1-800-332-2288
Other .....	.....

